

# H.E.A.T. LESSON PLAN SCORING GUIDE

## HIGHER ORDER THINKING

The task requires students operating at the higher levels of Bloom's Taxonomy (e.g., analysis, synthesis, evaluation).

- 6 Student learning/questioning at synthesis/evaluation levels.
- 5 Student learning/questioning at analysis level.
- 4 Student learning/questioning at application level.
- 3 Student learning/questioning at comprehension level.
- 2 Student learning/questioning at knowledge level.
- 1 Students taking notes only; no questions asked.

## ENGAGED LEARNING

The task asks students to show their "know how" on something important and challenging, not just their knowledge.

- 6 Students help define the task, the process, and the solution; collaboration extends beyond the classroom.
- 5 Students help define the task, the process, and the solution.
- 4 Students given options to solve a problem; collaborate with others.
- 3 Students given options to solve a problem.
- 2 Students report what they have learned only; collaborate with others.
- 1 Students report what they have learned only.

## AUTHENTIC CONNECTIONS

The task reflects what people might actually do in the real world- real life issues, themes, problems.

- 6 The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students.
- 5 The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation.
- 4 The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation.
- 3 The learning experience provides limited real world relevance, but does not apply the learning to a real world situation.
- 2 The learning experience represents a group of connected activities, but provides no real world application.
- 1 The learning experience is missing or too vague to determine relevance.

## TECHNOLOGY USE

Technology (computers, handhelds, software applications, peripherals, Internet) is used in a seamless fashion to promote student learning.

- 6 Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs.
- 5 Technology use is directly connected to task completion involving one or more applications.
- 4 Technology use is somewhat connected to task completion involving one or more applications.
- 3 Technology use appears to be an add-on and is not needed for task completion.
- 2 Technology use is unrelated to the task.
- 1 No technology use is evident.